I. Introductions and Overview of Year Agenda

Chair Koopmann noted that last year the committee spent most of their time reviewing the OSCR document of student rights and responsibilities. He quickly reviewed why it became such an involved process:

1. The OSCR office was willing to have modifications made
2. There was a student group which proposed modifications
3. The SRAC committee was especially active and was looking to really get involved in the process
4. The Student Affairs office was willing to give us the length of time we needed to get all of this done.

Chair Koopmann noted that this level and intensity of focus won’t happen every year.

Chair commenced in overview of topics and suggested timeline which are available for modification. He also suggested that if necessary the committee save the textbook discussion and the profile of Hill community for another day.

II. Discussion of next month’s agenda: Profile of Unique Student Populations

It was noted that usually there is discussion about unique student populations it is the student-athlete population. It was suggested that the committee also make an effort to open this effort up to transfer, commuter and veteran students because they appear to be growing populations and are often marginalized.

Chair Koopmann asked how the committee might find people to represent these other groups and V.P. Harper informed the committee that each of these populations has a student organization which could be contacted to come in and speak.
The committee decided to create a student panel to come in and speak to the committee, in order to hear what problems they’re having and what’s going right for them.

One committee member asked about the history of how the committee has come to take on this issue of unique student populations.

It was shared that every other year (when the committee isn’t working on the student code) the committee looks at student needs-related issues. One of which is focusing on these new, emerging student populations. It was suggested that the committee couple a “student needs” conversation with looking at new student populations. Additionally, the draft of the committee’s agenda is based partly on what DSA wants the faculty to know about, and partly based on what the faculty is interested in knowing about.

Chair Koopmann suggested that the agenda be changed and the unique student population presentation be moved up to October.

The following comments, questions and answers were made regarding the topic:

- It is a good to match looking at the entering student profile with a focus on unique student populations. It could help get those populations on the SACUA agenda, and them to the attention of others.
- We could include in the student profile information on first generation students.
- Is there some data on these emerging communities? Specifically data on grades and group size?
  - The information we have is from the initial entry survey data—it is self reported aspirations, attitudes etc. It is mostly to help us learn who we are teaching right now.
- Is there any correlation between any grade data and survey data. We as a committee would like some access to that data.
  - DSA will see if they can get some general info on how certain populations did academically. They may be able to put something together like a summary of the Engineering School, LS&A, etc.
  - There is also some “data at large” collected from new studies which might be of use.

III. Textbook Taskforce Report

Chair Koopmann suggested that the guests start with a summary of last year’s taskforce: why it was started and what its recommendations were.

Guest Gretchen Weirs answered that the taskforce started due to student concern over the rising cost of textbooks. We gathered to see if the University could any influence in the issue. The recommendations made were, primarily, to foster a used book market. Increased availability of used books, and higher return rate for used books would be extremely beneficial to students. Fostering a used book market requires faculty to decide on texts very early to allow time for bookseller to locate and order used books. Also, we
suggested the creation of an online tool to help students locate their required text titles and exchange with other students. It is important for faculty text decisions to be shared as early as possible. We’re not attempting to coerce faculty, but instead to encourage faculty who already know in advance their text choices to publish those required text titles early on. We are on good terms with booksellers and find most of our conflict with textbook publishers. Faculty can also help the situation by avoiding package book deals, CD inserts, etc.

Chair Koopmann expressed that there is sometimes a conflict of interest with faculty using a text they wrote, and then requiring student to purchase updated versions of the texts often.

HANDOUT ON TEXTBOOK TIMELINE distributed

The following comments, questions and answers were voiced regarding the textbook topic:

- In the recommendation, they specifically focus on lower level courses, “gateway” courses.
- Was there a student voice on this taskforce?
  - Yes, there were 2-3 student members on taskforce, communication with MSA, and an open forum.
- In resident halls, there are many students who already have sharing systems for selling books.
  - The main problem here is that the text lists are being released too late. Students really need this information early.
  - The taskforce is working on an online tool, which will be launched in a year, which will help booksellers and students to see titles and let others know if they have titles they are selling.

Chair Koopmann asked what suggestion of the Provost was, and what is actually being implemented.

Gretchen answered that there are two plans, one is a technical plan and one is communication-based. The communication is a letter which has been prepared and given to Deans, faculty etc. explaining the importance of the used book market and giving deadlines in June and July. This is mostly just to get the idea out. There will be articles in the Record and the Daily explaining it. The Provost’s office created a faculty steering committee in late August-inviting the heads of the departments that have many “gateway” classes: Chemistry, Statistics, Math, Biology, and Romance Languages.

- Are deans and chairs going to be held accountable? Because, if so it might have a better chance of getting done. What message are you sending?
  - The recommendation from the taskforce acknowledges that that are many situations in which faculty wouldn’t be able to post texts early, so they are not going to require it. Specifically for this reason they chose to focus on
departments with large gateway classes. They are raising awareness to these faculty members who have been interested in working to cooperate and release titles early.

- Perhaps the committee could do more work to define what these classes are. So that faculty members know if they’re expected to follow these suggestions.
  - The email the taskforce created addresses this, including listing specific course numbers, and is directed to all classes of 100 or more.
- And it would help to have some recognition in the process that it will be imperfect. Publishers sometimes cannot supply books, and syllabi change at the last minute.
- For students, ISBN numbers help student take advantage of the system. An element of education for the students would be helpful, learning about these things, so that they can create secure selling systems and find texts more effectively.

Guest Karen Kuffner presented a timeline and features the new web tool the committee has created, uBook.

- Will the faculty’s posting on the web tool be similar to the lists we typically send to booksellers?
  - Yes, and this is also an effort to consolidate textbook information, for students. The committee will be working with the bookstores to see who will be able to take this information from the website, and we are working with Shaman Drum, Barnes and Noble and Nebraska Books to see who and how they will be able to work with this.
- Why not deal directly from some of the publishers? In romance languages that’s a possibility for us.
  - It would make it hard to have publishers participate in a used book trade. And hard to get them to take part in those meetings.
- What about the possibility of having something like a central book sale?
  - The committee found that that is an effective template for a different type of school. Space, staff, and return investment on books are all things prohibiting us from doing this, which is why focusing on large gateway classes is more effective for us.

Chair Koopmann noted that the presentation was of the taskforce’s already completed work and encouraged the committee not to try to redo it. He cited the Student Rights and Responsibilities code as a similar situation, and suggested the committee should set a theme of not going to go back to analyze already completed work further, but instead to focus on the present.

IV. Overview of Division of Student Affairs

V.P. Harper gave a presentation on the Division of Student Affairs for all new committee members to let them know what the office has achieved and hopes to achieve in the upcoming year.
DSA HANDOUT covering roles and responsibilities of the office was distributed (see attached).

In the future there will be some members of MSA on this committee as well. Chair Koopmann spoke to their absence, taking responsibility for it as he chose to meet earlier in order to set an October agenda.

V. Closing Remarks

Chair Koopmann adjourned the meeting at 1:40 p.m.

Submitted by

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Secretary Pro-Tem